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ABSTRACT

Project Adelante, in its third and final year of funding, provided instruction in English as a Second Language (ESL) and Spanish language skills, as well as bilingual instruction in mathematics, science, and social studies, to 230 (fall semester) and 235 (spring semester) limited English proficient Hispanic students at Willaim H. Taft High School, Bronx, New York. The project's goal was to increase the acquisition of English through native- and second-language instruction. Mainstreaming occurred when students' performance on tests and in classes indicated their ability to function within the school's mainstream curriculum. Funding for Project Adelante came from Title VII, Chapter 1, and tax-levy sources. The project developed curricula; provided counseling, career preparation and referral services to participating students; and supported staff development activities. Monthly parent meetings also were held. Quantitative analysis of student evaluation data from 1982-83 indicates that: (1) most program students exceeded city-wide guidelines for English language development; (2) in Spanish reading, gains for grades 9-11 were statistically significant; (3) passing rates in all content area subjects exceeded 70 percent in the fall, but dropped to 50 percent in the spring in mathematics courses; and (4) the overall attendance rate for program students was significantly higher than the school's general attendance rate. (Author/GC)

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WILLIAM H. TAFT HIGH SCHOOL

PROJECT ADELANTE

1982-1983

OEE Evaluation Report

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O.E.E. Evaluation Report

February, 1984

Grant Number: G00-800-6585

WILLIAM H. TAFT HIGH SCHOOL

PROJECT ADELANTE

1982-1983

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A SUMMARY OF THE EVALUATION

FOR PROJECT ADELANTE

WILLIAM H. TAFT HIGH SCHOOL

Project Adelante, in its third and final year of funding, provided instruction in E.S.L., Spanish language skills, as well as bilingual instruction in mathematics, science, and social studies to approximately 235 students of limited English proficiency in grades nine through twelve. All program students were foreign-born, 45 percent in Puerto Rico. The students varied in English language proficiency, ability in the native language, and overall academic preparedness.

The project's goal was to increase the acquisition of English through native- and second-language instruction. Mainstreaming occurred when students' performance on tests and in classes indicated that they were able to function within the mainstream curriculum of the school.

Title VII funds supported administrative and support services staff, including two educational assistants. The program received additional funds from Chapter I/P.S.E.N., Module 5B, and tax-levy sources. The project developed curriculum in English reading, in mathematics, and for a new E.S.L. course, Orientation to Life in America. Supportive services to program students consisted of college and career preparation, individual counseling, and referrals to outside agencies. Development activities for staff members included monthly department meetings, on-site demonstration lessons, and attendance at outside conferences and university courses. Parental participation was limited to monthly meetings of the program's parent committee and the school-wide Parent-Teacher Association.

Students were assessed in English language development (Criterion Referenced English Syntax Test), growth in their mastery of Spanish (Interamerican Series La Prueba de Lectura), mathematics, social studies, and science (teacher-made tests), and attendance (school and program records). A quantitative analysis of the data indicates:

--Program students exceeded city-wide guidelines for the acquisition of one CREST objective per month of instruction, except for Level III students who mastered 0.71 objectives in the spring.

--In Spanish reading, gains for grades nine through eleven were statistically significant. Results for twelfth-grade students approached statistical significance.

--In the fall, the overall passing rates for students in mathematics, science, and social studies exceeded 70 percent passing. Spring performance again exceeded 70 percent passing in science and social studies but dropped to 50 percent passing in mathematics.

--The overall attendance rate of program students was significantly higher than the attendance rate of the school.

The following recommendations are made for possible program improvement:

--Continuing and increasing efforts to articulate services among departments supervising teachers of LEP students

--Recruiting licensed bilingual teachers for content-area subjects

--Setting target dates for curriculum development

--Utilizing information gathered by other bilingual programs to increase parental involvement in the education process.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT ADELANTE

WILLIAM H. TAFT HIGH SCHOOL

Location:	240 East 172 Street Bronx, New York 10457
Year of Operation:	1982-1983, third and final year of funding
Target Language:	Spanish
Number of Students:	230, fall semester 235, spring semester
Principal:	Vacant
Project Director:	Mr. Dana S. Fishkin

INTRODUCTION

Project ADELANTE is in its third and final year of operation. Funding reductions over the years have somewhat curtailed its supportive services, but its bilingual educational focus has remained essentially unaltered. This is the final report on the program. Although it attempts to present an overview of all essential program elements, it also focuses on the fulfillment of program objectives and provides an update of program services.

I. DEMOGRAPHIC CONTEXT

ENVIRONMENT

Project Adelante is housed at William H. Taft High School, located near the Grand Concourse section of the Bronx. The area consists of six-story residential buildings with some family-owned grocery stores on the ground floors. There is an active commercial district nearby on 170th Street. The area suffers the progressive deterioration in services and upkeep that characterizes most of the Bronx. However, the neighborhood surrounding the school does not have as many vacant lots or abandoned buildings as other sections of the borough, and currently with the help of federal aid, renovation is underway.

The community is served adequately by public transporation, and it also has recreational areas such as parks, movies, and Yankee Stadium nearby. Local health facilities include Lebanon and Mt. Eden Hospitals. Educational institutions such as Lehman College, Eugenio Maria de Hostos Community College, and Bronx Community College are accessible, together with some private and public social welfare agencies.

The neighborhood is inhabited by low-income families: migrant blacks, mostly from the south, and immigrant Hispanics from Caribbean and Latin American countries. These two populations each comprise roughly 50 percent of the residents. The Hispanic population is approximately 60 percent Puerto Rican, 30 percent Dominican, and 10 percent from other Spanish-speaking countries.

SITE CHARACTERISTICS

The school is a mid-century, relatively well-kept structure. The

program office consists of a fairly large room containing work area for administrative personnel, a duplicating machine, and file cabinets. The walls are decorated with cultural motifs and flags from Puerto Rico, the Dominican Republic, Spain, and other Spanish-speaking countries. A corner of the room is used as the program's resource center and contains journals and curriculum materials for English as a second language (E.S.L.), mathematics, science, social studies, and Spanish. The center also has college catalogues and copies of the program newsletter. There is constant activity in this office, and during special class periods, students work there to acquire office-related experience and school credit.

II. STUDENT CHARACTERISTICS

ENTRY CRITERIA

The instrument used to determine students' participation in Project Adelante is the Language Assessment Battery (LAB). A score lower than the twenty-first percentile on the English section plus a higher score on the Spanish section determine program eligibility. Other factors such as recommendations from feeder schools and interviews with Project Adelante personnel are taken into consideration once this entry-level eligibility has been established. Special attention is given to:

- --the results of the interview (speaking and understanding English)
- --the results of an E.S.L. oral reading test given to ascertain reading and pronunciation ability (E.S.L. writing is not included as an admittance criterion)
- --the results of a school-developed diagnostic E.S.L. test to determine each student's proficiency in English grammar for placement in E.S.L. classes.

The results are evaluated at the time of the student's admission to the program. If a student has been transferred from another high school or admitted from a feeder school, the student's folder is also part of the evaluation.

STUDENT COMPOSITION

Project Adelante served 230 Hispanic students during the fall semester and 235 Hispanic students in the spring. The ethnic composition of the program population is approximately 45 percent Puerto Rican, 37 percent Dominican, and 17 percent born in other sections of Latin America, as noted in Table 1.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	101	45
Dominican Republic	82	37
Haiti	2	1
Honduras	1	less than one
El Salvador	8	4
Nicaragua	4	2
Colombia	1	less than one
Ecuador	22	9
Uruguay	2	1
TOTAL	223	100

- Of the students for whom data were reported, 45 percent were born in Puerto Rico.
- Thirty-seven percent were born in the Dominican Republic.

The program population reflects the migration and socio-economic patterns of previous immigrant groups. Inner-city mobility (due in part to the deterioration of neighborhoods), family problems, return to the native country, and difficulties in adjusting to the demands of the surrounding culture, tend to disrupt the academic performance of these students. Students also care for siblings or serve as interpreters for parents or relatives. In addition, many students have part-time jobs which often interfere with school attendance, school involvement and interest, and academic performance.

Participants enter the program at various ages and with a wide range of educational experiences. Many students have had their schooling interrupted; some have received fewer years of education than is expected for their age. Table 2 lists the number of program students by age and grade. Table 3 represents the distribution of students by sex and grade, while Table 4 lists the time spent in the bilingual program.

It is of interest to note that of the 235 participants in the spring term, only three left the program. Two of these students transferred to another school and one was removed from the program by parental request.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	7	1	0	0	8
15	20	13	1	0	34
16	39	25	8	1	73
17	19	22	10	6	57
18	7	4	13	7	31
19	1	3	4	6	14
20	0	0	1	6	7
21	0	0	2	0	2
TOTAL	93	68	39	26	226
Overage Students					
Number	66	29	20	12	127
Percent	71	42.6	51.3	46.2	56.2

Note. Shaded boxes indicate expected age range for grade.

- Fifty-six percent of the program students are overage for their grade.
- The highest percentage of overage students occurs in the ninth grade (71 percent).

TABLE 3

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	49	52	45	48	94	41
10	28	41	40	59	68	30
11	16	41	23	59	39	17
12	11	42	15	58	26	12
Total	104	46[a]	123	54[a]	227	100

[a]Percent of all program students.

- Fifty-four percent of the program students are female.
- Female students outnumber males at every grade level except grade 9.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	3	6	2	0	11
1 Academic Year	78	28	11	4	121
2 Academic Years	10	26	13	6	55
3 Academic Years	0	6	12	12	30
4 Academic Years[b]	0	0	0	2	2
5 Academic Years[b]	0	0	1	1	2
Total	91	66	39	25	221

[a]rounded to the nearest year.

[b]reflects participation in previous bilingual program.

- At the end of the school year, only 13 percent of the students had been in the program for three years.
- Sixty percent of the students had been in the program for only one year or less.

LANGUAGE PROFICIENCY

Program students enter with a wide range of proficiency both in their native language and English. The majority of the students are literate in Spanish. This year, however, about ten students are illiterate in their native language. In contrast, nineteen program students are above average in Spanish proficiency. These students are enrolled in a special Spanish course (Sx 7-10) offered each term. The course emphasizes advanced Spanish literature and in order to participate, students must have passed the third year Regents examination in Spanish.

Between 15 to 20 percent of program students have shown an above-average development in English proficiency. At the same time there are about ten program students with no knowledge of English. Most students fall between these extremes. One obstacle faced by program staff is the fact that students appear to have little need to use English for communication once they leave the school grounds. Media, entertainment, peer contacts, employment, business transactions, and other daily activities are carried out entirely in Spanish in the local community. According to program staff, English is viewed by some as just one more school subject. Most students do not realize their need to learn English until they enter college or go to work outside their communities.

III. PROGRAM DESCRIPTION

PROGRAM HISTORY

William H. Taft High School has a long history of serving LEP students. E.S.L. classes were introduced in the early 1970's when a large number of LEP students were entering the school. Funding for these classes was secured from Title I and tax-levy sources. In 1977, the current program directors were asked to develop a bilingual curriculum. One director was released from part of his teaching duties and was assigned as teacher-in-charge of the emerging program. Bilingual social studies classes were instituted. LAB placement was begun in coordination with Criterion Referenced English Syntax Test (CREST) testing. The one-to-one ratio between Title I and tax-levy faculty, which later became the practice of the school, was started at this time. Subsequently, bilingual mathematics and science classes were added to the curriculum. In addition to Hispanic students, a small group of Haitian, Korean, and Vietnamese students were served during this time.

The current Project Adelante structure was organized in September, 1980 when Title VII funds were approved. Title I funds continued to be received up to the end of the 1981-82 school year. Chapter I/P.S.E.N. and Module 5B funding is now being received.

PROGRAM OBJECTIVES

The following instructional, non-instructional, and training objectives represent the goals to be achieved through participation in the program:

1) to improve achievement in English proficiency as indicated by a statistically significant gain on the Criterion Referenced English Syntax Test (CREST)

2) to increase reading achievement in Spanish of at least 50 percent of the participants as indicated by a statistically significant difference between pre/post test scores on the Interamerican Series, La Prueba de Lectura

3) to increase the proportion of program students passing content-area courses to a level equal to that of non-program students in the school

4) to increase the attendance rate of at least 80 percent of participating students to a level higher than that of the general school population

5) to increase demonstrable knowledge of American culture among student participants

6) to increase to at least 90 percent the number of students receiving individual guidance and career counseling

7) to provide access to educational resources at Lehman College and Hostos Community College

8) to increase students' knowledge and interest in an occupational or academic field

9) to assist at least 70 percent of the participating seniors in gaining entry into post-secondary institutions or into jobs

10) to increase staff proficiency in bilingual/bicultural education through attendance at university courses

11) to provide support to classroom teachers through teacher trainer workshops

12) to increase to at least 70 percent program students' participation in afterschool community-based cultural and athletic activities and

13) to increase parental involvement in the program to at least 60 percent.

PROGRAM PHILOSOPHY

The philosophy of the school administration and the program staff is that bilingual education is the most effective method of teaching LEP students, provided it is transitional in nature and mainstreams students as soon as they are proficient in the English language. To facilitate this goal, the program enrolls all students in mainstream classes for music, art, and physical education while they are participating in bilingual content-area and E.S.L. classes. Additionally, program students are encouraged to interact with mainstream students during lunch periods to acquire English-language social skills. Most program students and parents are amenable to mainstreaming.

ORGANIZATION AND STRUCTURE

Since the school does not have a separate bilingual department, services to students are "decentralized." Teachers serving bilingual students in the classroom continue to be under the supervision of their respective departments. The Title VII administration coordinates the pedagogical efforts of the faculty.

During 1982-83, the program experience discontinuities in supervision. Until August 1982, the Title VII staff was under the direct supervision of the assistant principal in charge of the foreign language department. In September, the program was placed under the supervision of a teacher-in-charge who resigned in January, 1983. Since February, the program director and assistant director are under the direct supervision of the assistant principal of the accounting department. During the same period, the school principal was assigned to the central offices

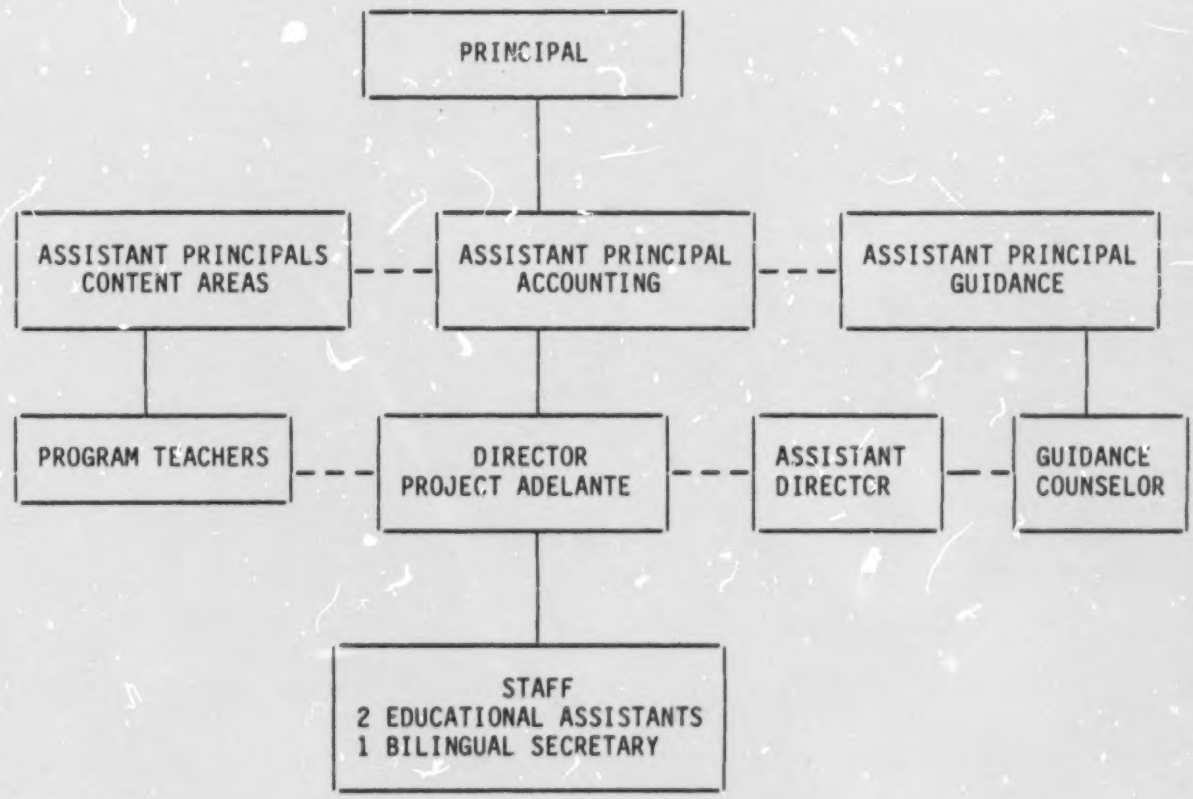
of the New York City Public Schools. A permanent replacement had not yet been chosen while this evaluation was being performed. The overall effect of these circumstances was that the program functioned most of the school year with a minimum of supervision from the principal.

The program director and assistant director work as a team in exercising their functions. However, there is a definite division of responsibilities between them. The director is responsible for fiscal matters, supervises the Title VII staff, contacts the central board, and acts as liaison with the school administration. The assistant director's responsibilities include acquiring and reviewing textbooks, researching and writing curriculum, planning assemblies, contests, program trips and excursions, and translating the program newsletter "Impacto Bilingue." Additionally, she is in charge of disciplinary problems, referring severe cases to the dean and contacting parents. At the same time, the two work together in the decision-making process, and both do teacher training as needed.

An example of this team approach was the decision made at the end of the first program year to eliminate the family assistant from the program. Due to budgetary reductions, the directors met and, after consultation and research, decided that the basic functions of the position had been outlived and that the rest of the Title VII staff could absorb those duties which remained essential to the program. Home visits, however, had to be discontinued.

FIGURE 1

Organizational Chart of Project Adelante



FUNDING

This is the third and final year of Title VII funding. Title VII funds support the following staff: a program director, an assistant program director, a bilingual secretary, and two educational assistants.

Title VII funds were reduced by one-third during negotiations with the funding agency prior to the first and second years of program operation. This reduction forced the elimination of some program staff. The positions of the curriculum specialist, guidance counselors, and some paraprofessionals were reduced the first year. Their responsibilities were absorbed by the director, assistant director, and resource teacher. The resource teacher's position was eliminated the second year and her responsibilities were absorbed by the director and assistant director. As discussed, at the end of the first year, the position of family assistant was also eliminated. Her responsibilities were absorbed by the paraprofessionals, the program secretary, and student aides.

Table 5 details the funding sources of the non-instructional component of the program.

TABLE 5

Funding of the Non-Instructional Program Component

	Funding Source(s)	Personnel: Number and Title(s)
Administration & Supervision	Title VII	1 Director
Curriculum Development	Title VII	1 Assistant Director
Supportive Services	Tax-Levy Title VII	1 Bilingual Counselor 1 Educational Assistant
Staff Development	Title VII Tax-Levy	1 Director 1 Assistant Director 1 Bilingual Counselor
Parental & Community Involvement	Title VII Tax-Levy	1 Director 1 Assistant Director 1 Bilingual Counselor
Secretarial & Clerical Services	Title VII	1 Bilingual Secretary

STAFF CHARACTERISTICS

Fifteen teachers supported by Chapter I, Chapter 268, Module 5B, and tax-levy sources serve program students in the classroom, some teaching in more than one subject area. Three teachers are assigned full-time to E.S.L. classes (two are certified in this area) and three teachers certified in Spanish are assigned to native language studies. Three teachers licensed in other areas teach English reading for part of their time and four teachers certified in social studies and science

are assigned to bilingual classes in these content areas. Finally, a certified Spanish teacher divides classroom time among English reading, native language studies, and mathematics, and a certified English teacher teaches mathematics and English reading. Further information on professional and paraprofessional staff characteristics is included as Appendix A.

One problem facing the program is the lack of certified bilingual content-area teachers. This situation has been partly addressed by the program's use of mainstream teachers who have an elementary knowledge of Spanish although they cannot be considered "bilingual" teachers. Of the two teachers assigned to teach math courses, one is bilingual, and all social studies teachers are bilingual. However, no bilingual teachers teach science. The paraprofessionals assume a very important role in these classes, giving bilingual support to students who have difficulty understanding the content of the subject being taught. However, the linguistic situation in the classroom does provide additional English exposure for intermediate and advanced E.S.L. students enrolled in these courses.

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT AND PROGRAMMING

The program's goal is to place each student in a study program which meets individual needs while fulfilling the curriculum requirements of the New York City Public Schools. Two strategies are followed to accomplish these goals: one for content-area courses and another for native language and E.S.L. offerings.

Program content-area courses are graded but not tracked, and follow the New York City Public Schools curriculum guidelines for graduation. They parallel mainstream courses in content and in textbook level, although staff reports that the level of reading in the bilingual textbooks is higher than in monolingual English textbooks for parallel offerings. Student placement is determined by grade level. Programming follows the recommendation of the teacher, the student's level of achievement, and the student's preference.

E.S.L. and native language courses are tracked and non-graded. Placement is determined by the results of the Language Assessment Battery (LAB), La Prueba de Lectura, teacher-made tests, and recommendations from teachers based on personal interviews. There is flexibility in the E.S.L. levels permitting students to advance within the sequence as proficiency permits and allowing the placement of new arrivals regardless of their entry level. (Six new students entered the program while the interviews for this evaluation were being held.) As previously mentioned, the program also offers an advanced Spanish literature course which allows exceptional students in native language studies the opportunity to develop further their Spanish linguistic abilities.

INSTRUCTIONAL OFFERINGS

The program offers courses in E.S.L., Spanish language studies, and the content-areas of global history, American history, economics, general science, biology, fundamentals of math, and algebra.

Content-Area Subjects

Content-area courses are exclusively for program students, are held for five periods each week, and are taught in Spanish except when bilingual teachers are not available. As previously mentioned, paraprofessionals are present in these classes to aid in translation when necessary. The algebra course (A) is the first level of three algebra levels offered in the school. Levels B and C are offered as mainstream courses. Table 6 details the bilingual courses offered by the program during the fall and spring semesters.

TABLE 6

Bilingual Instruction in Subject Areas (Fall and Spring)

Course	Number of Classes		Average Register		Percent of Materials in Native Language
	Fall	Spring	Fall	Spring	
Global History 1	2	1	37	24	100
Global History 2	3	2	25	31	100
American History 2/1	1	1	27	36	100
Economics 1	2	2	32	25	100
General Science 1/2	1	3	26	26	50
Biology 1/2	2	1	22	41	50
Fundamental Math A	2	2	38	22	50
Fundamental Math B	1	2	21	20	50
Algebra A	2	1	26	30	50

Classroom Observations. A ninth-grade math lesson (fundamental math A) contained fifteen ninth and tenth graders out of twenty registered students. Placement had been based on academic level and language proficiency. The stated lesson topic was "How to understand the metric rule and the relationship between a meter and a centimeter." The teaching materials were a handout in English and the chalkboard. There was no paraprofessional assistance in the class.

The teacher used lecturing, questioning, and demonstration to present the lesson content. About 95 percent of teacher and student exchanges were in Spanish. Although the lesson objective appeared to have been met, the teacher seemed to have problems in pin-pointing the difficulties that the students had with the content.

Sixteen students were present in a tenth-grade economics class. The teacher used a combination of lecturing, questioning, and chalkboard demonstration to present a lesson on "How to write a resume." The material used was a handout written in English. The level of the lesson and of the handout appeared to be appropriate for the students.

Explanations were presented in Spanish. English was used to read the handout, to identify sections of the resume, and to place the students' information in their own resumes. The student-teacher exchange was about 70 percent English/30 percent Spanish. Student-to-student exchanges were carried on entirely in Spanish. The lesson included practice in English reading and writing skills.

The lesson was informal, lively, yet relatively orderly and

structured. There appeared to be very good rapport between the teacher and the students and the objective of the lesson was clearly achieved.

English as a Second Language

The E.S.L. sequence contains ten levels: five emphasize grammar and five emphasize reading. The grammar and reading levels are subdivided as follows: one elementary level (D), two intermediate levels (B and C), one advanced level (A), and one transitional-to-mainstream-English level (T). Reading classes are usually larger than grammar classes. An eleventh E.S.L. course, the orientation to life in America curriculum (O.L.A.), is given to students who demonstrate a low level of proficiency in E.S.L. or are new entrants to the United States. During the spring, O.L.A. was only given to level D students because it is in an experimental stage, but the staff plans to include both levels C and D students next term. Portions of the O.L.A. curriculum have been incorporated into the reading classes. Table 7 details the E.S.L. courses offered in the fall and spring semesters. All classes are exclusively for program students and are held for five periods each week.

The project planned to offer advanced placement courses at local colleges, and about 25 students did attend an E.S.L. course at Columbia University's Teachers College.

TABLE 7

Instruction in English as a Second Language and English Reading

Course Title and Level	Number of Classes		Average Class Register		Description	Curriculum or Material in Use
	Fall	Spring	Fall	Spring		
ESLN T	1	1	30	22	Transitional	Sights & Sounds Bk. 2 Graded Exercises
ESLN A	1	2	24	26	Advanced	Sights & Sounds Bk. 2
ESLN B	2	2	26	22	Intermediate	Access to English Bk. 2
ESLN C	3	3	16	21	Intermediate	Lifelines
ESLN D	4	3	26	12	Beginning	Access to English Bk. 1
RWBLN T	1	1	22	22	Transitional	Easy Reading Selections in English; Turning Pt.
RWBLN A	2	2	32	32	Advanced	Easy Reading Selections in English; Turning Pt.
RWBLN B	2	1	25	27	Intermediate	All in a Day's Work
RWBLN C	2	2	21	30	Intermediate	Family Life in the U.S.A./Project Adelante Curriculum
RWBLN D	3	2	28	16	Beginning	Project Adelante Curriculum
OLA	1	1	30	16	Orientation	Project Adelante Curriculum

Classroom Observation. Sixteen ninth- through eleventh-grade students were present in a second level E.S.L. class (E.S.L. N5C). Seventeen students were registered for the course, and had been placed according to language proficiency. A teacher was present in the classroom, but no paraprofessional assistance was available. Space and lighting were adequate and the classroom was decorated with motifs of American culture and English sayings.

The topic of the lesson was the English superlative. Textbook and materials used were English Exercises in Context,* two teacher-made handouts, and some pictures used to motivate students to make sentences using superlatives in context. All materials were in English and their level was appropriate for the students in the classroom.

After lecturing, the teacher asked students to do practice exercises. The teacher went from student to student helping them correct their work; the lesson objective appeared to be satisfactorily achieved.

Ninety-five percent of the lesson was presented in English. Spanish was only used to translate isolated words. Students used a ratio of 50 percent English/50 percent Spanish in communicating with the teacher and 100 percent Spanish in student-student exchanges. Exercises were answered in English. The lesson was orderly; two disruptions were handled quickly.

Native Language Instruction

Instruction in Spanish for bilingual students is offered on six levels: one elementary level (Sx 2), two intermediate levels (Sx 3 and Sx 4), two advanced levels (Sx 5 and Sx 6), and an elective literature level for students with high Spanish proficiency (Sx 7-10). Levels Sx 2 through Sx 4 contain about 10 percent mainstream students who want to study Spanish. If the student's proficiency falls below the scope of the lowest level, Sx 2, the student is allowed to take Spanish as a second

*Breyer, Pamela, English Exercises in Context, Book 2 (New York, Regents Publishing Company, 1982).

language (S.S.L.) in the foreign language department.

Plans are being made to review the Spanish curriculum and to change it from its present second language approach to a first language approach. This review is planned for the summer of 1983. Table 8 details the Spanish courses offered by the program during the fall and spring semesters. All courses are offered for five periods each week.

TABLE 8

Instruction in Native Language

Course Title & Level	Number of Classes		Average Class Register		Is Class for Program Students Exclusively?	Description	Curriculum or Material in Use
	Fall	Spring	Fall	Spring			
Sx 2	2	1	32	17	No	Regular	Nuestros Amigos
Sx 3	2	2	27	31	No	Intermediate	Espanol: a Sentirlo
Sx 4	2	2	24	25	No	Intermediate	Segundo Libro
Sx 5	1	1	37	30	Yes	Advanced	La Fuente Hispana
Sx 6	1	1	20	31	Yes	Advanced	Imaginacion y Fantasia
Sx 7-10	1	1	13	19	Yes	Elective	Various Literary Works

Classroom Observation. An advanced Spanish literature lesson (Sx 7-10) was observed. Seventeen out of 18 registered tenth and eleventh graders were present in the classroom and had been placed according to language proficiency. Space and lighting were adequate and the classroom was decorated with cultural motifs from Spanish-speaking countries.

The stated lesson topic was "How to read a novel" and how to identify such elements as plot, subject, conflict, etc. The textbook used was by Del Solar Hispanico.* The textbook appeared to be appropriate for the students.

The teacher used a combination of lecture, discussion, and questioning in presenting the lesson. The classroom environment was orderly, quiet, and structured and the teacher's style was informal and permissive. At the beginning of the lesson, only a few students were paying attention. The teacher ignored the classroom situation and subtly and effectively began to relate the lesson content to the lives of the students. By the end of the period, he had been able to involve the entire class in the content of the lesson. Classroom exchanges were conducted in Spanish. During the entire lesson period there were no disruptions.

MAINSTREAMING

As stated, the program policy is to mainstream students as soon as they are able to function linguistically in monolingual English classes. To facilitate this, all program students are immediately enrolled in mainstream classes in art, music, and physical education. As soon as program students show ability, they are first programmed into mainstream mathematics classes. The last course into which partially mainstreamed students are programmed is social studies, because of its strong dependence on reading. A transition to increased use of English

*Del Rio, Amelia, and Angel del Rio, eds., Del Solar Hispanico, (New York: Holt and Rinehart Publishers, 1957).

is also attempted within the bilingual social studies curricula. Ninth-grade programs include global history, conducted completely in Spanish. Eleventh- and twelfth-graders attend American history or economics courses which incorporate more English usage. (In general, the amount of English used in a particular lesson depends on the English level of the class as a whole and not on that of individual students.)

Students are evaluated by English teachers each semester for mainstreaming purposes. The program director, assistant director, and the guidance counselor also review student performance for indications of readiness for mainstreaming. About 28 percent of the program student population is now partially mainstreamed.

Once students are fully mainstreamed, they continue to receive supportive services from the program and can do so until graduation. However, the records of these students are withdrawn from the program, and they do not participate in bilingual content-area classes. Mainstreamed students can, however, continue to enroll in native language courses.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS DEVELOPMENT

After learning that some program students were not functioning at their full potential either in mainstream classes and/or on the Scholastic Aptitude Test (SAT), the program director and assistant director undertook a review of the E.S.L. sequence. A series of meetings with the school administration were held, and it was decided that one additional daily period of E.S.L. instruction was needed at the C and D levels. This year the plan has been initiated at the elementary D level, and is to be expanded to the C level next year if appropriate. The extra class period will be counted as an elective credit toward graduation. The purpose of this extra period is to give students a broader foundation so they can develop more English fluency in the earlier high school years. It is hoped that as a result, they will require fewer E.S.L. classes and thereby increase the time available for other academic subjects in the last two years. The success of this approach will be determined when the present students reach their junior and senior years.

The program tries to enrich the scope of the curriculum by an ongoing preparation of bilingual materials. This year, lessons for the second semester of the English reading curriculum were completed, for a total of 25. Work on the lessons for the third semester has begun. The development of an E.S.L. syllabus, following the skills in the CREST instrument, has been completed through E.S.L. level four; the fifth level will be completed in the next school year. Appendix B details the curriculum development efforts accomplished by the program this year.

SUPPORTIVE SERVICES

Introduction to the United States and American Culture

A main goal of the program is to sensitize the bilingual student to American culture. This is accomplished in the following ways:

1. Recently-arrived students are given two semesters of O.L.A. in which they study American holidays, customs, and the general cultural patterns of American life.

2. Program students fulfill graduation requirements in American history, a course which is parallel to the one taken by mainstream students.

3. Social studies courses include projects on American historical figures.

4. The transitional E.S.L. course uses some American literary classics to introduce program students to American authors.

5. Program excursions are planned to expose students to American culture. They have included trips to the New York Experience, a walking tour of the New York City downtown area, a visit to Rockefeller Center to see the Christmas tree, visits to Fifth Avenue stores, a trip to the Amish area of the Pennsylvania Dutch country, and others.

6. During Career Orientation Assemblies, mainstream students give presentations to program students emphasizing the importance of study, of positive competition, and of other American school traits.

7. Program students participate in school-wide activities where they socialize with mainstream students.

Guidance and Counseling Services

The availability of adequate academic, career, and personal guidance has been an integral goal of the program. These services are provided by school guidance personnel and program staff. Home visits have not been made this year because the program no longer has a family assistant.

Until fall, 1982, the school had two bilingual counselors; program students were served by whichever counselor was available. When one of the bilingual counselors left the school, the decision was made by the school administration, with the concurrence of the program administration, to officially assign the remaining bilingual counselor to the program. With this assignment, program students now have consistent guidance contacts with the same counselor. The goal is for each student to receive direct guidance services (individually and in groups) at least twice a year. As a result, program students will receive more guidance services than previously.

The bilingual guidance counselor was interviewed during this evaluation. The counselor stated that individual counseling has been given to each program student at least twice this spring semester. At these counseling interviews, students have discussed their courses, have planned programs for next school year, and have been given career awareness counseling with interest and value inventories. Individual informal guidance is also given by the counselor and program staff to deal with attendance and behavior problems when needed. Behavior assessment sheets are kept in the program office for students with behavior difficulties.

These sheets are discussed by the counselor and the individual students and are placed in their folders after being completed.

Group guidance sessions are carried out in guidance assemblies. At two assemblies held this year, students were shown films on careers, interest inventories were filled out by tenth, eleventh, and twelfth graders, and values inventories were filled out by ninth graders. These inventories were subsequently discussed with students and placed in their folders. Other program assemblies included speakers from the Health Career Program of Mount Sinai Hospital and from Eugenio Maria de Hostos Community College. A question guide was distributed to students to assist in the question-and-answer period that followed the speakers' presentations.

Home Contacts

An average of 20 phone contacts with students' homes are made by program staff every week. Some of these are initiated by program staff, others by parents themselves. Taft has a school-wide computerized automatic telephone contact service on tape which calls the homes of students with difficulties, requests information on class cutting, school absences, report-card notifications, disciplinary problems, and other related matters, and gives information about school activities and services. Information pertaining to program students is sent to the program office.

Referrals

Referrals to outside agencies are made by the program office or the guidance counselor when necessary. However, no formal coordination

exists between the program office and the guidance counselor for referrals and follow-up. Referrals have been made to special programs such as the After-School Skills Program and the College Credit Program.

The director and assistant director stated that there is a need for better evaluation of bilingual students and more bilingual psychologists (there is only one in the Bronx). They stated that parents need to be educated on how to help students with homework, study habits, attendance problems, and how to become more involved in their children's education.

Program staff indicated that they all serve as resources in the counseling process. Students come to the office to discuss personnel and academic interests, goals, and difficulties. Serious problems requiring professional attention are referred to the program directors.

Additional Supportive Services

These include activities which reinforce ethnic identity such as the Pan American Club, National Day celebrations, and El Baile Hispano (The Hispanic Dance), and those activities which recognize student achievement such as monthly attendance contests (students with perfect attendance during the month are given certificates), Award Days (two per year), and contests for high scholastic achievement (two per year). On the average, 45 students receive perfect attendance certificates every month.

All program activities are open to the entire school and some mainstream students participate in them. Appendix C details the supportive services offered by the program during the current school year.

STAFF DEVELOPMENT

The objective of the professional development of program personnel has been achieved through a series of activities in and outside the school. The program staff has monthly meetings to discuss student difficulties and formulate strategies to solve them. The program also had four content-area meetings, two per semester, where bilingual teachers met with the assistant principal in charge of the program to discuss textbooks, curriculum issues and difficulties, and other content-area issues. Eight demonstration lessons were offered this year, four per semester. In these demonstrations, bilingual teachers met with the program director and assistant director who explained and demonstrated new curriculum, textbook usage, and new methodological approaches. Classroom instruction was also demonstrated for teachers who need help in this area. Spot conferences are held on an ongoing basis by the program directors at teachers' requests.

Project Adelante also maintains ongoing contacts with the Board of Education's Office of Bilingual Education, with its Resource Center, and with the State Education Department. In addition, there are continuous contacts with the Bilingual Education Service Center of Hunter College, the Association of Hispanic Arts, the Bronx Career Campus, and Open Doors. Some members of the program staff have also attended workshops and university courses outside the school. Teachers have taken university courses for different reasons: to complete university degrees, for special educational requirements to maintain license eligibility, and/or for enrichment purposes. Appendix D details the staff development activities carried out by the program this year.

PARENTAL AND COMMUNITY INVOLVEMENT

Unemployment and lack of skills place the families of program students on the lowest levels of the socio-economic ladder. The financial demands imposed upon these families do not allow them much time to become involved in school and program activities. According to staff, parents are also intimidated by the school, perhaps because in many of their native countries, schools represent authority and are viewed with awe. As a result, it appears that program efforts in this domain fall short of the stated objective.

The program, however, has a parent committee composed of seven parents which meets monthly. The meetings of the committee are regularly attended by about seven or eight students, the assistant director, and sometimes by the bilingual guidance counselor. The committee met nine times this year; a tenth meeting is planned. Program objectives and goals, ways in which the parents can help the students, and students' school difficulties are discussed in the committee meetings. The Program Award Presentation Assembly is planned to coincide with the last meeting of the committee to increase attendance. Some program parents attend the meetings of the school's Parent-Teacher Association (P.T.A.), thus becoming involved in school-wide concerns.

AFFECTIVE DOMAIN

There are some indicators which point out the success of the program. The program awarded recognition to 40 students for outstanding classroom performance and participation in program activities; four students received recognition for special cooperation throughout the

year; eight students received awards for perfect attendance for the entire year; three students were given awards for perfect attendance through the spring semester; five students were given awards for academic achievement in all subjects; and three students were given awards for academic achievement in E.S.L. A surprise award was presented by program students to the program directors in recognition of their service to the students. An acrostic was written by one tenth-grade program student in honor of the program. The text of the acrostic and its translation is included in the appendices.

A number of program students are member of ARISTA, the national honor society for leadership, service, good scholarship, and good character. Four new students were admitted in the society this school year, one in the senior chapter and three in the junior chapter. Two students were winners of the Project Adelante Scholarship. Each received a fifty dollar check.

The bilingual program achieved its objective in the area of post-high school plans. Eighty percent of this year's program graduates plan to go to college. Ten percent are entering the armed forces. Five percent plan to seek employment. Absenteeism school-wide is about 30 percent of the student population; program student absenteeism is ten percent. This figure is a decrease over the figures of the program's first year when absenteeism was 17 percent of the program student population.

Nineteen program students were chosen at random and interviewed during the evaluation. They stated that the positive aspects of the

program included: the teachers' methods, sensitivity, and understanding, content-area instruction in Spanish, and extracurricular trips offered by the program. Students also stressed the fact that they would like English to be used more in their contacts with the teaching staff.

During the evaluation, four bilingual senior students spoke to a class of program ninth graders. Apparently, the class had disciplinary problems, and the seniors were used as a resource to promote better behavior. The senior students spoke in Spanish stressing the importance of good behavior in class, of not cutting classes, and of studying to get good grades. The ninth graders listened politely, some reinforced what was being said with positive comments, and, overall, appeared to understand the message and efforts of the senior students on their behalf.

PLANS FOR THE FUTURE

This is the last year of Project Adelante, but as a result of its efforts, the school has increased its capacity to serve LEP students. The Study Skills Curriculum, developed by the program, is under study for possible inclusion in mainstream classes. The school faculty has developed a better understanding of the bilingual students' needs and behavior patterns. Most mainstream students have learned to respect bilingual students and their culture through attendance and/or participation in program activities. The school climate in general has greatly improved in its acceptance and understanding of bilingual education, its goals, its methodology, and its clientele.

Conversations with Lehman College are now in progress and an advanced psychology course will be offered to program students in the 1983-84 school year. Eligible students will receive one high school credit and three college credits for successful completion of the course.

VI. FINDINGS

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

*Board of Education of the City of New York, Division of High Schools, 1978.

The program objective in this area (see page 12) specified statistically significant growth in student achievement on the CREST. However, the proposed statistical procedure was inappropriate given the nature of the data and the stated objective. Therefore, analysis of CREST results was done in accordance with city-wide guidelines for students enrolled in E.S.L. programs at the high school level.

Table 9 presents the test results by semester. Data were missing or incomplete for 125 students in the fall term and for 147 students in the spring term. Examination of Table 9 reveals that in the fall, program students mastered an average of 1.60 CREST objectives per month on Levels I and II. The rate of mastery for Level III students was 1.29. In the spring, students on Levels I and II mastered an average of 1.35 objectives per month while Level III students mastered 0.71 objectives per month. Generally speaking, program students exceeded city-wide guidelines in the acquisition of one CREST objective per month of attendance, with the exception of Level III students in the spring.

TABLE 9

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	32	4.16	8.44	4.28	2.81	1.61
II	34	8.82	13.00	4.18	2.76	1.58
III	26	7.12	10.81	3.69	2.86	1.29
TOTAL	92	6.72	10.79	4.08	2.81	1.51
			Spring			
I	15	3.47	7.67	4.20	3.79	1.11
II	32	6.47	12.06	5.59	3.79	1.47
III	23	7.35	10.09	2.74	3.91	0.71
TOTAL	70	6.11	10.47	4.36	3.81	1.14

*Post-test minus pre-test.

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, Level 3. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to assess achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

The Prueba de Lectura, Forms CE and DE levels correspond to the following grades:

Level	Ages	Grades
1	6-7	1-2
2	7-8	2-3
3	9-11	4-6
4	12-14	7-9
5	15-18	10-12

However, the publishers recommend that local norms be developed for the tests. Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

"Effect size" was calculated for each grade level, following the procedure recommended by Cohen.* An effect size for correlated

*J. Cohen, Statistical Power Analysis for the Behavioral Sciences, Academic Press.

t-test is an estimate in standard deviations, freed of sample size, of the difference between means. Effect size provides additional substance to the analysis as it may be interpreted in light of Cohen's recommendations:

.20 = small effect size

.50 = moderate effect size

.80 = large effect size

The program objective in this area called for statistically significant gains in Spanish reading and comprehension. Table 10 presents the results for the Prueba de Lectura. Gains for grades nine through eleven were statistically significant, especially for grades nine and ten, which were highly statistically significant and showed large effect sizes. Results for grade twelve approached statistical significance. Effect sizes for eleventh and twelfth graders were moderate. Overall, the program objectives in this area were realized.

TABLE 10

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the Prueba de Lectura, Level 3 by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Effect Size
9	33	39.48	19.08	57.03	8.41	17.55	.35	5.60	.0001	.98
10	46	46.87	17.61	60.70	9.90	13.83	.47	6.00	.0001	.88
11	20	54.80	15.28	62.70	7.15	7.90	.57	2.78	.012	.62
12	13	58.31	10.44	63.31	7.18	5.00	.61	2.16	.052	.60

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

Program objectives called for testing and analytical procedures which were later amended. Instead of a comparison with students in mainstream classes, passing rates were submitted for program students in the three stated content areas. Standards set by other Title VII projects generally specify a passing rate of 70 percent as sufficient in content areas; this was applied to the Taft data. These results are presented by semester in Table 11. For the fall semester, passing rates in science and social studies courses were 95 percent and 90 percent, respectively, and 71 percent for mathematics. Passing rates were lower during the spring semester. Science courses had a passing rate of 86 percent and social studies a rate of 73 percent. The passing rate for mathematics courses fell to 50 percent in the second term. With the exception of this last result, program students had overall passing rates of at least 70 percent.

The evaluation design called for an evaluation of students' knowledge of American culture through use of a staff-developed test. Achievement in the O.L.A. curriculum would be useful in the evaluation of achievement in this area, and may have been included among the courses coded "other" in social studies. Nevertheless, not enough data were provided to enable a judgment to be made about the program's attainment of its objective in this area. More qualitative information about this objective may be found on page 29, under Supportive Services.

TABLE 11

Number of Spanish-Speaking Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a]

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics	67	70.1	45	86.7	30	53.3	12	58.3	154	70.8
Science	20	95.0	25	96.0	19	89.5	11	100	75	94.7
Social Studies	60	85.0	44	90.9	34	91.2	22	100	160	90.0
				Spring						
Mathematics	71	57.7	36	52.8	32	28.1	18	55.6	157	50.3
Science	57	86.0	24	87.5	22	77.3	15	100	118	86.4
Social Studies	74	73.0	39	87.2	32	50.0	13	84.6	158	72.8

[a]Mathematics courses include pre-algebra, algebra, and "other." Science courses include general science, biology, and "other." Social studies courses include American history, world history, economics, and "other."

ATTENDANCE

The program objective in this area called for a statistically significantly higher attendance rate for program students than for the general school population. Attendance rates for program students are presented in Table 12. In addition, a z-test was used to examine the difference in attendance rates of program students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different.

Table 13 presents the results of the z-test. As can be seen, the program objective was realized.

TABLE 12

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	91	85.13	21.23
10	65	92.22	13.86
11	38	96.44	3.41
12	26	96.23	5.04
TOTAL	220	90.49	16.41

TABLE 13

Significance of The Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q^a	z^a	Significance
220	2382	90.49	68.81	31.19	6.94	.0001

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of program students.

VII. CONCLUSIONS AND RECOMMENDATIONS

In its third and final year of funding, Project Adelante was largely successful in meeting its objectives. By testing E.S.L. levels of proficiency, and through written instruments and oral interviews, program students were placed in appropriate classes. The number and scope of courses offered by the program appeared to adequately meet the needs of the program students. The textbooks in use were at level with mainstream textbooks for parallel courses although the staff felt that the social studies textbooks present a higher level of instruction than those for parallel mainstream courses. Overall, there appeared to be excellent rapport between program students and teachers. Classes were conducive to learning, there were few absences, and lesson objectives were being met. Students seemed to enjoy the classroom atmosphere.

In English language achievement, program students generally exceeded city-wide guidelines by acquiring more than one CREST objective per month of attendance. Gains made by ninth, tenth, and eleventh graders on the Prueba de Lectura were statistically significant and twelfth-grade results approached statistical significance. Overall passing rates in mathematics, science, and social studies courses exceeded 70 percent in both semesters (except for mathematics students in the spring). Finally, the attendance rate of program students was significantly higher than for the general school.

It was hoped that bilingual content-area instruction could be expanded in mathematics, science, and social studies, but because the mainstream curriculum offered many advanced courses in math and science,

those two areas were not included in the expansion effort. Eligible program students attended mainstream classes for advanced course offerings.

The social studies expansion was more successful. Courses in psychology, Hispanic studies, and Latin American studies are planned for fall, 1983. It was hoped that these courses could be offered this spring, but it was felt that program students would be better served by more practice in writing essays. Hostos Community College assisted in the development of a study skills course that will be offered in the fall of 1983.

As part of the project's on-going supportive services, a reciprocal program was established with Hostos Community College allowing program students to use the college library. It is hoped that this service can be expanded to include Lehman College.

In interviews, the program staff cited the following program strengths:

1. the feeling of comfort and family-belonging that the program offers the students
2. the individual and group attention and services that the program gives to students, and
3. the flexibility the program offers its staff to become involved with the needs and difficulties of the students.

One weakness mentioned by staff was that the program is not part of an official bilingual department within the school structure. This, according to staff, would allow smoother and stronger capacity-building within the school as well as better communication with mainstream students.

RECOMMENDATIONS

The following recommendations are offered for possible program improvement:

1. The continuation and increase of articulation among departments supervising teachers serving LEP students.

2. A continuing effort might be made to recruit licensed bilingual teachers for content-area subjects, or to offer support to teachers in these areas who are serving outside their area of license.

3. The project staff might consider setting target dates for the development of curriculum materials. To insure completion by each target date, interim goals could be set and monitored.

4. The project might utilize the information gathered from other bilingual programs on how to assist parents in coping with the school system.

VIII. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Time Spent in Each Function	Date Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
Teacher - N.L.A.	.4	9/63	B.S. Gen. Sci. M.A. Ed. Counts.	NYS	Span. D.H.S. S.S. Bil. D.H.S.	18	18	None	
Teacher - N.L.A.	.4	9/80	B.A. Spanish	NYC	Span. D.H.S.	3	3	None	9 yrs. Ed. Asst.
Teacher - N.L.A.	.4	9/74	M.A. Spanish L.L. Philosophy	NYC NYC	Span. & Soc. Stud. Span. D.H.S.	8 2	8	None	
Teacher - Bil. Rdg./ N.L.A. Teacher - Bil.Math	.4/.2 .4	3/82	B.A. Spanish	NYC	Span. D.H.S.	2	2	2	11 yrs. Ed. Asst.
Teacher - Bil Math/ Bil. Rdg.	.6 .4	3/82	B.A.	NYC	Eng. D.H.S.	2	1	1	
Teacher - Bil. Rdg.	.4	2/83	B.S. Ed. M.S. Rdg.	NYC	Social Studies DHS	16	-	1	
Teacher - Bil. Rdg.	.2	2/83	M.S. Music Ed. M.A. Ed. Adm.	NYC NYC	Music D.H.S.	15	1	1	10 yrs. experience in Latin Music

APPENDIX A (Cont'd.)

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Time Spent in Each Function	Date Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
Teacher-Bil. Social Studies	.6	9/75	B.A. Liberal Arts	NYC NYS	DHS Soc. Studies B.L. Soc. Studies	13	7	None	
Teacher-Bil. Social Studies	.6	9/80	B.A. Liberal Arts M.A. Bil. Education	NYC	B.L. Soc. St. DHS B.L. Comm. Branches	7	7	None	M.S. Equivalency Course Hostos C.C. 2 yrs.
Teacher - Bil. Rdg.	.2	2/83	M.S. Music Education	NYC	Art DHS	20	1	None	
Bilingual Science	.6	9/82	B.A. Sci.	NYC/NYS	Science DHS	19	1	None	
Bilingual Science	.2	9/80			Physics DHS		3	None	
Bilingual Counselor	1.0	11/75	B.A. Spanish M.S. Counseling	NYC	Bil. Counselor	12	8	None	
Director	1.0	9/70	B.A. Span., M.A. ESL, M.S., P.D. Ed. Adm.	NYC NYS	Span. DHS Span. DHS	14	14	10	
Asst. Director	1.0	9/74	B.A. Span., MAT Span. P.D. Ed. Admin.	NYC NYS	Span., DHS, ESL DHS Bil. Soc. Studies	12	12	9	
Bilingual Secretary	1.0	5/80	H.S.	NYC	T.S.D. Sec. Bil.	12	3	None	

APPENDIX A (Cont'd.)

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Time Spent in Eacn Function	Date Appt. to Each Function	Education (Degrees)	Certi-fication	License(s)	Total Yrs. Experience Education	Years Exnerience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
Educational Asst.	1.0	11/82	H.S. (56 college cr.)	NYC	None	6 months	6 months	None	
Educational Asst.	1.0	12/81	H.S. (32 college cr.)	NYC	None	5	5	1	Public Relations Community Organizer
Educational Asst.	1.0	10/81	H.S. Diploma	NYC	None	9	0	2	
Educational Asst.	1.0	2/83	H.S. (30 college cr.)	NYC	None	11	0	3 mos.	
Teacher - E.S.L.	1.0	9/72	B.A. For. Lang. M.A. Spanish Lit.	NYC	Spanish DHS ESL - H.S.	13 1/2	3	3	
Teacher - E.S.L.	1.0	10/80	B.A., M.A. P.D.	NYC	Span. DHS/ESL DHS	21	7	3	
Teacher - E.S.L.	1.0	1971	B.A. Linguistics	NYC	ESL DHS	6 1/2	0	1	

APPENDIX B

Curriculum and Materials Development and Adaptation

Curriculum or Materials	Status					
	Development	Adaptation	Completed	In Process	Parallel to Mainstream (Y or N)	In Use (Y or N)
OLA I	X		X		N	Y
OLA II	X		X		N	Y
Study Skills	X			X	Y	N
Career & College	X			X	N	N
Mathematics		X	X		Y	Y

APPENDIX C

Support Services Offered to Program Students (Fall and Spring)

TYPE OF SERVICES	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
COUNSELING				
Academic	Program Planning	Bilingual Counselor	2x per semester	Spanish
Personal	Advice with personal planning and/or problems	Bilingual Counselor	as needed	Spanish
Career Orientation	Assemblies, speakers, group lessons	Bilingual Counselor Assistant Director	4 per year	Spanish
College Advisement	Opportunities, applications, financial aid	College Adviser Bilingual Counselor	as needed	Spanish
Individual	Related to all of above and discipline	Bilingual Counselor Assistant Director	as needed	Spanish
Group	Assemblies, excursions	Assistant Director	1 per month	Spanish
REFERRALS				
In-School	To employment, college, bilingual offices	Bilingual Counselor	as needed	Spanish
Out-Of-School	Special work-training and alternate ed. programs leading to H.S. diploma, medical referrals	Bilingual Counselor	as needed	Spanish

APPENDIX C (Cont'd.)

Support Services Offered to Program Students (Fall and Spring)

TYPE OF SERVICES	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
FAMILY CONTACTS				
Home Visits	NA			
Telephone	Problems	Director, Assistant Director, Counselor	on-going, as needed	Spanish
Mail	Meetings, events	Secretary	monthly	Spanish
Program Activities	Assemblies, newsletter	Director, Assistant Director	monthly	Spanish
School Activities	Trips, dances	Director, Assistant Director	periodically	Spanish
PARENT EDUCATION AND TRAINING				
Workshops	Meetings	Director, Assistant Director	monthly	Spanish

APPENDIX D

Staff Development Activities In And Outside School

Strategy	Description(s), Goals, or Titles	No. and Title of Staff Attending	Speaker or Presenter	Frequency
Department meetings	Staff meetings	Title VII staff	Director	Monthly (10 this year)
Workshops	Content-area meetings (Soc. St., Math, Sci.)	A.P.'s, Director, Assistant Director, Bilingual Teachers	Various	4x a year
Other	Demonstration lessons	Director, Assistant Director, Bilingual Teachers	Various	2x a year
Workshops held outside school	O.B.E. workshops E.S.L. workshops	Livingston Street Houston Street	Bd. of Ed. Personnel Bd. of Ed. Personnel	Dir., Asst. Dir. E.S.L. Coordinator

APPENDIX D (Cont'd.)

Univeristy Courses Attended by Staff (Professional and Paraprofessional)

Staff	Institution	Courses	Frequency
Professional	Lehman College	Curriculum Devel.	3 credits
	Lehman College	Sociology	3 credits
	Teachers College	Special Education	6 credits
	Pace University	Administration	6 credits
	Brooklyn College	Learning Disabilities	3 credits
Paraprofessional	Lehman College	Speech	3 credits
	Lehman College	English (writing)	4 credits
	CCNY	Special Education	3 credits

APPENDIX E

Acrostic and Translation Written by Tenth-Grade Student

To Project Adelante

Por ser su despedida (Because it is your farewell)

Recordemos su bienvenida (Let us remember your beginnings)

Otorgándoles nuestra mano amiga (Giving you our friendly hand)

Jamás se nos olvidaría (We would neve forget)

Este triste día (This sad day)

Con sus buenos logros y éxitos (With the success and good things that have been achieved)

Tienen nuestro gran apoyo (You have our support)

Agradecidos estamos y estaremos (We are and will be grateful)

De ustedes como nuestros grandes hermanos (To you as our dear brothers)

Estaremos siempre preparados (We will always be prepared)

Lo peor será separanos (The worst thing that has happened is our separation)

Adiós te diré(I will say goodbye)

Nunca te olvidaré (I will never forget you)

Te quiero y también te (I love you and)

Extrañaré (I will miss you)